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ABSTRACT

A professional development model is proposed that is based on learning outcomes derived from Bloom's Taxonomy of Intellectual Inquiry. Professional development is depicted as a sequence of learning components: (1) broadened knowledge and comprehension; (2) improved application of that knowledge; and (3) an analysis, synthesis, and evaluation of knowledge bases and dissemination strategies. Within each of these three components, there are three levels of staff development: individual, group, and institution. In addition, each of these levels contain elements of personal and professional development. The matrix formed by learning outcomes and levels of development serves as a tool for the staff person and supervisor to determine the specific learning outcomes that are influenced by individual and institutional needs. Therefore, the model assumes evaluation and self-assessment. A second underlying assumption is that the professional work unit has goals or other guiding statements. Finally, successful use of the model is dependent on institutional resources that are used to support the developmental activities. These include time, varying assignments, and financial and colleague support. (SW)

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PROFESSIONAL DEVELOPMENT:

A LEARNING CENTERED MODEL

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ABSTRACT

The proposed professional development model is based on learning outcomes derived from Bloom's Taxonomy of Intellectual Inquiry. Three outcome components are knowledge and comprehension; application; and analysis, synthesis and evaluation. The individual, group, and institutional levels of the model have personal and professional categories. Professional personnel at any level can use the model to focus their developmental activities.

PROFESSIONAL DEVELOPMENT: A LEARNING CENTERED MODEL

Sarah Emily, 25 years old, was recently hired for an entry level counselor position in a university counseling center. She is overwhelmed by the complexity of student problems, and questions the strength of her background and abilities. How do both she and her supervisor determine developmental activities appropriate for her and the position?

John Frederick is a 43-year old media center director. He has been in this position at the same institution for fifteen years. For the last five years, the center's program evaluations have indicated stagnation. John has no interest in being promoted or in moving to another institution, but he expresses concern for quality. Why is John unable to develop new initiatives for the center? How can John's supervisor positively affect this situation?

The division dean is 36 year old Jennifer Lauri, who has risen quickly to this position with hopes of becoming a chief academic administrator, and eventually, a college president. In looking for new employment, Jennifer has realized that she might be in this position longer than anticipated. Thus, she is forced to resolve a number of issues. Personnel and program development money are difficult to find. The struggle for resources has led to tension and erosion of cooperation within her division. What does she, as dean, need to do in order to successfully resolve these issues?

The common concern of Sarah, John, and Jennifer is quality of performance. Quality is paramount to success for them as individuals, and, consequently, for their department, division, and profession. The quality of personnel should be one of the major concerns for this decade. The most significant reason centers on education's high ratio of personnel costs to all other costs. This ratio suggests that the quality of an institution's program is dependent on the quality of its personnel. A natural evolution of personnel changes, once a source of fresh ideas and insights, can no longer be

viewed as a significant change strategy for there is a lack of mobility and few new positions. Instead, new institutional directions will be met by existing staff developing new competencies and programs. Confounding these directions, however, will be enrollment and budget issues, few and dwindling departmental resources, and salaries out of step with the cost of living. These are but a few of the factors which will continue to severely limit staff opportunities in terms of travel, research, program development, retraining, and other developmental activity. These conditions, which can contribute to a lack of infusion of new ideas, and which can inhibit a unit's ability to meet new and changing institutional directions, need to be tempered through resource allocation, a means of positively influencing quality.

Fundamental to the solution of the situations of Sarah, John, and Jennifer is professional development. Each of them is operating at a different level within the institution, but common to each is human resource development needs. What can each of them use to analyze their situation and what supporting resources are needed? The answers to these questions are explored by examining a staff development model based on a definition derived from Bloom's Taxonomy of Intellectual Inquiry (3).

A DEFINITION

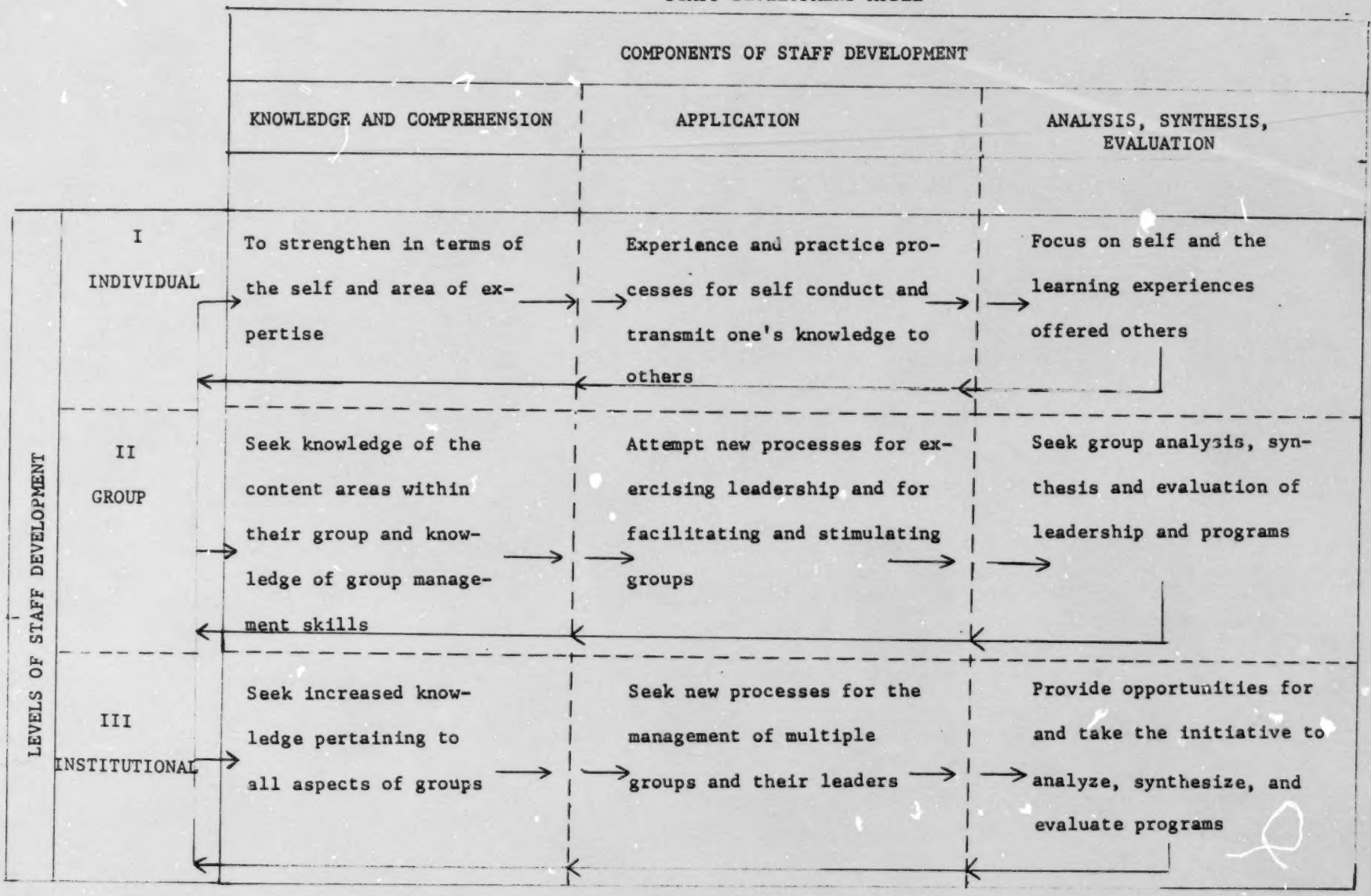
An array of intellectual and learning activities can be used to describe professional development. These activities vary with one's areas of interest, career stage, personal needs, work unit demands, and institutional conditions. Professional development is a sequence of learning components: (1) a renewed and broadened knowledge and comprehension; (2) a new or improved application of that knowledge; and (3) an analysis, synthesis, and evaluation of knowledge bases and dissemination strategies. A quality development plan addresses both institutional and individual needs and includes each of the three preceding components.

This definition is derived from Bloom's Taxonomy of Intellectual Activity. The Taxonomy suggests that knowledge is the base for all other forms of intellectual activity (comprehension, application, analysis, synthesis, and evaluation). Comprehension and knowledge form the first component in this definition. Sarah, leader of a counseling group on assertiveness, is dependent upon her knowledge and comprehension of counseling and assertiveness. Her knowledge base can be broadened by participating in such activities as individual study, research, workshops, and professional meetings. The definition's second component is the application of the knowledge. Once Sarah has gained knowledge and comprehension of counseling and assertiveness, she needs the ability to apply it. This ability might be achieved through discussions of pedagogy and processes, the development of specific pedagogical and methodological skills, and the construction of materials which would enhance a program. The third component is the analysis of the application, the combination of that analysis with other knowledge and processes, and evaluation. This accounts for Sarah's adjustments and improvements in the content and process she used in her group. Interdepartmental discussions, new program development, evaluation, and revitalization of a department's or division's program are pertinent to this component.

A MODEL

The definition of professional development forms the base of the proposed model. The model (Schematic Chart 1) contains three components of staff development: (1) knowledge and comprehension, (2) application, and (3) analysis, synthesis, and evaluation. There is a cyclical pattern which begins and ends with knowledge, the point at which one can move to another level. Within each of these three components there are three levels of

STAFF DEVELOPMENT MODEL


COMPONENTS OF STAFF DEVELOPMENT
KNOWLEDGE AND COMPREHENSION
APPLICATION
ANALYSIS, SYNTHESIS, EVALUATION
LEVELS OF STAFF DEVELOPMENT
I INDIVIDUAL
To strengthen in terms of the self and area of expertise
Experience and practice processes for self conduct and transmit one's knowledge to others
Focus on self and the learning experiences offered others
II GROUP
Seek knowledge of the content areas within their group and knowledge of group management skills
Attempt new processes for exercising leadership and for facilitating and stimulating groups
Seek group analysis, synthesis and evaluation of leadership and programs
III INSTITUTIONAL
Seek increased knowledge pertaining to all aspects of groups
Seek new processes for the management of multiple groups and their leaders
Provide opportunities for and take the initiative to analyze, synthesize, and evaluate programs

SCHEMATIC CHART 1

staff development, individual, group, and institution. Each of them contains elements of personal and professional development. Professionals like Sarah, John, and Jennifer do not operate at all levels with equal intensity. At the individual level, the focus is on the person as an individual and professional. The group level concentrates on the individual as a member of a group or as a group leader. The focus at the institutional level is on the interaction among groups and organizations. Consequently, the emphasis is on group leaders and leaders of groups of leaders. It follows that the greater one's responsibilities, the greater the number of levels in which the person might work developmentally. The model does assume that paralleling one's rise through the organization is one's rise through the model's levels. Thus, Jennifer's major focus would be at the institutional level (III). Sarah would operate primarily at the individual level (I), to a limited degree in the group level (II), and not at the third level. It follows that John would be involved first at level two and then at level three. (The following explication of the model uses the primary level of each character).

THE MODEL'S COMPONENTS

Component I: Knowledge and Comprehension

Level one (individual) includes two important elements of one's ability to interact with others. These are knowledge and comprehension of (1) people and (2) one's content area, the area in which one works. Sarah needs to know and understand specific counseling theories and the many aspects of herself and others that affect the ability to interact. Sarah might engage in activities which result in knowing herself better and which broaden her knowledge of counseling and the nature of people.

At level two (group) the focus is on the individual as a group member or leader or both. It is assumed that group members must collaborate in

many ways to meet their responsibilities. Thus, the emphasis is on a group's members knowledge and comprehension of (1) how the individual functions within a group, (2) the relationship among group members, and (3) the nature of the other group members and their content areas. This component explains why John's media center personnel desiring group cohesiveness might wish to engage in activities which enable members to develop a common knowledge base. Knowledge of group leadership skills are accounted for in this component. Leaders, like John, can explore their own nature and how it influences the development of their leadership skills.

The focus at level three (institution) is on the knowledge of the interaction among groups, organizations, and their leaders. Hence, leaders like Jennifer and John can develop an understanding of the key issues of their counterparts, the essence of the work of other divisions and departments, the nature of the interactions among groups, and advanced administrative management leadership. Additionally, the leader can continue to learn more about the self, particularly as it affects leadership and communication.

The knowledge and comprehension sought by Sarah, John and Jennifer can be obtained through such activities as reading, studying and attending seminars. For any professional, specific activities might include a human growth laboratory experience, taking a course, reading independently, or developing a mentor relationship. For those in positions like John's and Jennifer's topics might include political processes, creative problem-solving, leadership, conflict resoltuion, or readings in related departmental and interdepartmental programs.

Component II: Application

The second component addresses the application of knowledge in the work setting. Application is the use of processes or dissemination strategies. In level one (individual) for example, the desired outcome of Sarah interacting with a student is learning. How she transmits her knowledge is a function of her nature and her knowledge of content, human interaction, and students. Sarah's development activities would focus not only on means for transmitting information, but also on processes by which she can gain greater understanding of herself and others.

At the second level (group) both the unit member (Sarah) and leader (John) are seeking processes which will allow them to interact effectively within their group. The group may be John's department, or Sarah's assertiveness counselees. Developmental activities at this level focus on practicing group processes and interaction skills. For example, John may participate in a creative problem-solving lab, and Sarah in an assertiveness session as a leader in training. The desired result is an ability to apply a new process or method.

The focus at the third level (institutional) is on a leader's ability to apply new processes which can be used to enhance understanding and collaboration among departments so that broad divisional or institutional goals can be achieved. Department leaders, like John and Jennifer, can improve their effectiveness at this level by attending special workshops and training sessions, observing leaders, gaining feedback from colleagues, and individual experimentation. A leader's choice of activities can be guided by an analysis of the individual and the skills necessary for the level of leadership.

Component III: Analysis Synthesis, Evaluation

The third component begins in level one with an analysis of the

application and knowledge. Sarah's analysis (level one) involves a comparison among what she knows of herself, others, content and processes. The result is an identification of program improvements which can be attained through a new synthesis. Her evaluation of possible improvements will lead to change. For Sarah, the desired outcome is a strenghthened program and self.

At the second level group members are collectively analyzing programs and combining their knowledge bases and experience to improve or form new programs and to evaluate their activities. Individuals are exploring ways to be more effective as group members. More specifically, John might host a department meeting designed to enable members to work together to achieve a goal, to evaluate a program, or to address a directive. Sarah might join a group of practitioners brought together for the same purposes. New program development or the revitalization of a program are two possible outcomes of this level.

Leaders working in level three such as Jennifer and John, are concerned about the impact of their leadership; that is, how it might be altered in order to be more effective. Each of them can focus on a self-analysis and evaluation in relation to their ability to communicate and work with other leaders. Developmental activities of Jennifer and John could result in the revitalization of a division's program or the development of interdepartmental programs or a strengthening of their own leadership capabilities.

Activity for John or Sarah or Jennifer is characterized by gatherings designed for any one or combination of the following purposes: analysis, synthesis, evaluation. Specific activities for any of the three individuals could include topical discussions with colleagues in a specific

content area, a workshop on a specific matter, or participation in the evaluation of a program.

APPLYING THE MODEL

Individuals may choose to use the model because of their own professional development interests. A supervisor may choose to use it with staff members either to encourage continued development or to initiate some form of professional retraining to meet a new institutional need or direction. Regardless of why the model is chosen it assumes known needs or goals or directions whether they be individual, unit or institutional. Consequently, one's point of entry to the model is dependent on one's developmental needs. The model does not exclude the possibility that a person might be addressing a number of different personal or professional needs each at a different level and in a different component.

The initial step in applying the model is an identification and analysis of an issue or condition. This may be done by the individual in conjunction with a supervisor. The individuals involved may realize they do not have enough knowledge of the issue or condition in order to analyze it. This would necessitate obtaining more knowledge (Component I) before continuing. Once there is a thorough analysis and means for a potential resolution identified, there are three critical questions. Does the person have the knowledge of the means necessary for the resolution of the issue or condition? If the person has the knowledge, does the person know how to apply it, would an analysis, synthesis or evaluation of that knowledge and application result in a better solution?

In John's case the condition is that the placement center is in a stagnant state, a condition to be reversed. A discussion between John and his supervisor results in analysis of the stagnant state. John is interested

in making some changes, but feels his staff keeps undermining the efforts. Further dialogue indicates that John has only one change strategy and lacks knowledge of motivation theory. Consequently, John and his supervisor identify activities that would increase John's knowledge (Knowledge Component, Group Level) and application (Application Component, Group Level) of change strategies and motivation theory.

Administrators (like Jennifer) have a responsibility for instituting new endeavors which are often dictated by changing societal conditions. A discussion between Jennifer and her provost reveals that Jennifer knows of only one way to solve problems and has limited planning skills. Department evaluations indicate she has some strong biases which often negatively effect the way she works with people and the decisions she makes. Thus, Jennifer, in agreement with the provost, looks for a means by which she can gain knowledge (Component I, Individual Level) of her biases and how to effect them (Application and Analysis Component: Individual Level). She will also seek knowledge and application of both planning and problem solving (Knowledge and Application Component; Institutional Level). Furthermore, the provost has agreed to hold a series of developmentally oriented staff meetings where different planning and decision making models will be analyzed and evaluated (Component III, Institutional Level).

INFLUENCES OF OTHER MODELS

In contrast with faculty development models there are few pertaining to professional staff. Consequently, faculty development models of Berquist, Phillips, Gaff, and Lindquist, in addition to administrative models of Cannon and Richardson were studied and portions of each are reflected in this model. The author's model is based on specific learning outcomes which differentiates it from other models. The Berquist (1,2), Phillips (1,2), and Gaff (5) models are based on a change strategy which involves structure,

process and attitudes. The Richardson model stresses individual change in order to satisfy new institutional directions. The primary concern is the organization as opposed to individual development. Cannon's (4) model, designed for student personnel administrators, provides a means of categorizing developmental activities. Most recently, a holistic model suggested by Lindquist (7) is an attempt to integrate the various approaches to faculty development. For Lindquist the individual is the single most important entity. While there are differences in the models they are similar in that they focus on desired outcomes. This is in contrast to other faculty and staff development literature which stress means or processes without defining the ends.

For many administrators, professional development has come to mean conference travel, personal growth workshops, technical assistance and the like. These are means to undefined ends; the desired outcome of attending a conference or workshop is not clear and the expected accomplishment unknown. Others present professional development by indicating what the activity will need to deal with (e.g., adult development, diversified learning resources). Why, for example, is adult development important? Knowledge and ability to apply adult development theory is important in improving one's ability to work with a student group. Thus, the important outcome is knowledge and the ability to apply it. Furthermore, familiarity of adult development may be an important issue of today, but what will one need to be knowledgeable of in the next few years? The proposed model, an attempt to move a step beyond the current models, provides a learning framework which will enable the professional to answer the question.

There are aspects of the models mentioned which are similar to the author's. Cannon's (3) model has three levels, one of professional speciality, a second of a student services identity, and a third pertaining

to institutional mission. Berquist (1,2) and Phillips (1) models have foci of intervention, which are individual, group, institutional, and meta-institutional. A similarity exists between the Cannon, Berquist, and Phillips levels and the individual, group, and institutional levels of this writer's model. The six stages of Richardson's (8) model integrate professional and organizational development. Four of his stages (theory, application, study and revise, evaluation) are similar to the three components of this writer's definition of staff development. The Gaff (5) and the Berquist (1) models each have a process category which is similar to the application component of the proposed model. Lindquist (6) has conceptualized the growth of staff development in terms of a professional development tree. His four core ingredients (human development theory and research; alternative curriculum, teaching, and evaluation practices; study of practices and outcomes; and assessment and improvement of practices) are also similar to this author's three components. More recently Lindquist (7) discusses a holistic aspect of professional development. This approach suggests significant elements of life-long learning, social learning, individual change, attention to groups, and attention to the nature of the institution. These are reflected in the three levels of the proposed model.

MAJOR RESOURCE ELEMENTS

A serious commitment to professional development regardless of the model used will require resources of time, money and personnel. The individual, department, and institution share the responsibility for the most effective use of these resources in fulfilling significant developmental plans. A primary resource is an academic year's leave at full pay every five to ten years. Leaves are granted on the basis of an individual's opportunity to engage in activities which will enhance the individual, the department, and the institution. A leave should enable the

individual to engage more deeply in continuing learning and, consequently, return with new ideas and fresh perspectives.

Professional development is a continuous process and cannot rely solely on a periodic leave. Flexibility within a staff and each member's work load is necessary in order to provide for adjustments which can accommodate individual developmental needs. The staff member's work schedule can provide for opportunities to reach beyond the normal and routine, an option to conduct an activity that is stimulating and professionally challenging. Thus, a department or division should be flexible enough to allow for the infusion of new ideas and programmatic experiments. One should not expect, for example, Sarah or John to do the same thing day after day, year after year and remain stimulated and competent.

There needs to be money available to support, to at least some degree, travel to workshops, conferences, seminars, short courses and the like or to bring similar resources to the campus. The purpose for and the benefits from this type of expenditure should be made explicit by the requesting individual. One's attendance at any of the previously suggested activities will be most meaningful when there is a specific outcome one wishes to attain. Finally, there should be a sum of money available to support research projects, materials for programmatic improvements, and start-up costs of new or innovative programs.

RESPONSIBILITIES IN A STAFF DEVELOPMENT PROGRAM

A professional development program will require commitment, flexibility and sacrifice on the part of the individual staff member, the staff as a group, and the administration. A snapshot of the future is used to describe the responsibilities and environment which should result from a professional development program.

In the largest context, staff development is a natural part of the institution. For all personnel, there is a high awareness of and commitment to the concept of life long learning, professional development. With encouragement of administrators (like John and Jennifer) staff members (like Sarah and John) are designing and conducting their own developmental plans. The framework of these plans is larger than the individual's immediate area(s) of responsibility. Supporting resources are being provided by both the institution and the individual. Staff members search for external resources is supported and assisted by the administration.

Among the staff, there is a philosophy and attitude which provides for emphasis, discussion, awareness, and focus on learning activities. Staff are extending themselves to provide support and assistance to their colleagues. In this cooperative atmosphere, staff are sharing their ideas and expectations. Staff sense a freedom and legitimacy for expressing concerns. Constructive criticism is the norm. At appropriate times, staff set aside their self-interests, and assist each other in mentor relationships. They are comfortable and feel free to observe each other in their work environment; this is a recognized and accepted means of self-improvement. Participation in intellectual exchanges and dialogue are common occurrences. The staff, by their own activities, are creating and participating in an intellectual environment which encourages, supports, and rewards the exchange and development of ideas and excellence in learning.

Administrators (like Jennifer and John) are sensitive to and supportive of professional development. Decisions reflect a recognition of those events and entities which impact staff activities. Resources sufficient to support excellence in programs and on-going professional development program are provided by the administration. There is an administrative

climate which nourishes, promotes, and supports professional growth. Staff are negotiating work loads which include staff development activities. There are evaluation systems that allow for growth and development, as well as for promotional and other administrative decisions. There are colleague consultants, to assist and work with interested staff. There is a demand for continuing renewal. An attitude of flexibility and innovation are present.

The administrative organization is such that it minimizes burdens on staff time. Staff do have genuine responsibilities for committee assignments, and program development. Communication is focused on significant campus issues. Ample amounts of staff time are preserved for program development. The campus standards and expectations of every member of the community are high. The community carries a pride in teaching, learning, and self and institutional improvement. Support for the highest quality learning is the first priority of staff, faculty, and administration.

The preceding is an idyllic vision of responsibility in a professional development program. Admittedly it is a state that probably cannot be reached at most institutions, but it is a state toward which the institutions can strive in order to maximize the learning outcomes of its students.

SUMMARY

This professional development model is appropriate for any administrator at any level within an institution. Bloom's Taxomony of Intellectual Inquiry provides the model's learning centered outcomes, of knowledge and comprehension; application; and analysis, synthesis and evaluation. Personal and professional development are evident in each of the models three levels of development; individual, group, institution. The matrix formed by learning outcomes and levels of development serves as a tool for the staff person and supervisor to determine the specific learning outcomes which are influenced by individual and institutional needs. Thus, the model assumes evaluation and self-assessment. A second underlying assumption is that the professionals work unit has goals or other guiding statements. Finally, successful use of the model is dependent on institutional resources which are used to support the developmental activities. These include time, varying assignments, and financial and colleague support.

This model is of no use to that supervisor who has a staff member that is not interested in learning. Even for those who choose to use the model there is no guarantee of success. The world is full of people who "know" but cannot perform, or those who do not know and cannot perform, but think they can. John knows he has a problem; gaining new knowledge or ability to apply new strategies does not guarantee him success. Knowledge and ability are only necessary conditions.

There is both neatness and idealism expressed in this model. The neatness as expressed in the explication of the model is rarely evident in the real work world. Mankinds ability to learn has never been easy to facilitate or even guarantee. Similarly the idealism expressed in the snapshot of the future is dependent on human and institutional conditions over which professionals often have little control. The ideal is, however, the state of excellence and quality to which to aspire. To attempt anything less is to not know the real quality of a staff member.

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